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The non-graded primary school allows each child to progress at his own rate. Levels of achievement are set up for language arts, social studies, and science. The basic language skills are divided into eight levels to progress the child at his own rate until he has developed most of his necessary reading skills by the time he has completed the eighth level. A ninth level is included for exceptionally talented students. There are basal readers for the different levels.

No definite line divides levels in the areas of science and social studies. Since there are no texts and several different levels in each class, science and social studies are taught through student ecperiences and supplementary reading Social studies areas include the school, the home and the community. Science areas might be weather, plants, homes, food, light and sensory observations.

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The Challenge . . .

A PROGRAM
for the
NON GRADED
PRIMARY SCHOOL

THE CHALLENGE

The general objects - - - are to provide an education adapted to the years, to the capacity, and the condition of everyone, and directed to their freedom and happiness - - - We hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated.

Thomas Jefferson,
Notes on Virginia

THE CHALLENGE . . .

A PROGRAM FOR GIFTED CHILDREN

C. DOUGLAS CARTER

EDITOR

FIELD DIRECTOR OF THE COMMISSION TO STUDY THE PUBLIC

SCHOOL EDUCATION OF EXCEPTIONALLY

TALENTED CHILDREN OF THE STATE OF NORTH CAROLINA

AND

DIRECTOR OF SPECIAL SERVICES

WINSTON-SALEM CITY SCHOOLS

WINSTON-SALEM, NORTH CAROLINA

FOREWORD

This guide is the consummation of an intensive workshop held at Western Carolina College sponsored by the North Carolina Commission to Study the Public School Education of Exceptionally Talented Children.

Gratitude is expressed to the following dedicated teachers, principals, and supervisors for their painstaking and intelligent devotion in the preparation of these guides.

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CHAIRMAN OF THE COMMISSION TO STUDY THE PUBLIC

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AND

PROFESSOR OF EDUCATION

WESTERN CAROLINA COLLEGE

CULLOWHEE, NORTH CAROLINA

FOR THEIR HELPFUL ADVICE AND COUNSEL IN THE

PREPARATION OF THIS MANUAL

TO THE TEACHER

Philosophy. This guide represents the cooperative efforts of the teachers of North Carolina who were chosen by the Commission to Study the Public School Education of the Exceptionally Talented and by the State of North Carolina and to develop an enrichment program that will not only meet the needs of the exceptionally talented, but will be helpful in providing an enrichment program for all children, since "the keynote to all good teaching is enrichment."

From such a program, we believe will come facility in the skills of abstract thinking, organization, discriminating judgment, creative writing and the ability to engage profitably, and purposefully, in group activity; hence, enrichment will result.

The planners further think that enrichment will accrue, only to the extent that children learn the essential skills and that subject matter becomes meaningful and purposeful to the learner.

It is also our belief, that if these activities are carefully and intelligently followed, that beyond the development of skills, there will be a depth of understanding which will result in critical and conceptual thinking on the part of the learner.

This outline represents a nucleus of purposeful planning, whereby, the resourceful teacher may broaden the scope and implement a program that is more extensive than that of the course of study as outlined by the Department of Public Instruction in the State of North Carolina and will add depth and breadth to the teaching program.

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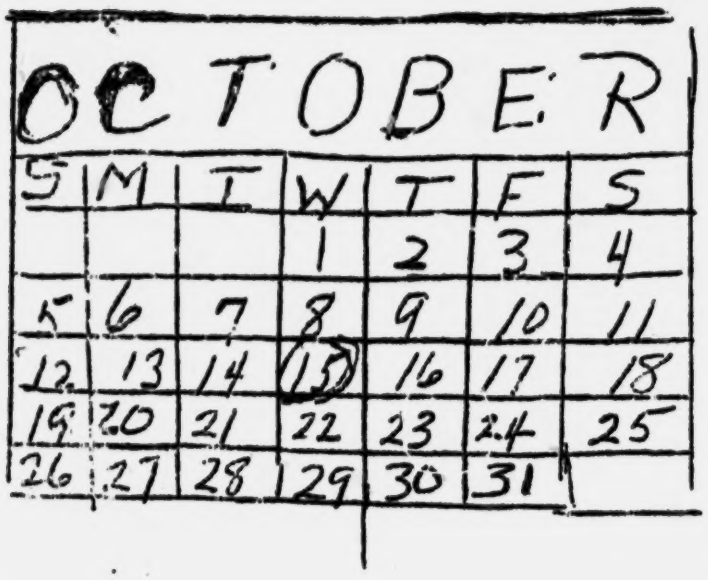
THIS WE BELIEVE:

THAT CHILDREN DO NOT ADVANCE BY GRADES. EACH CHILD PROGRESSES AT HIS OWN RATE. HIS PROGRESS IS DETERMINED:

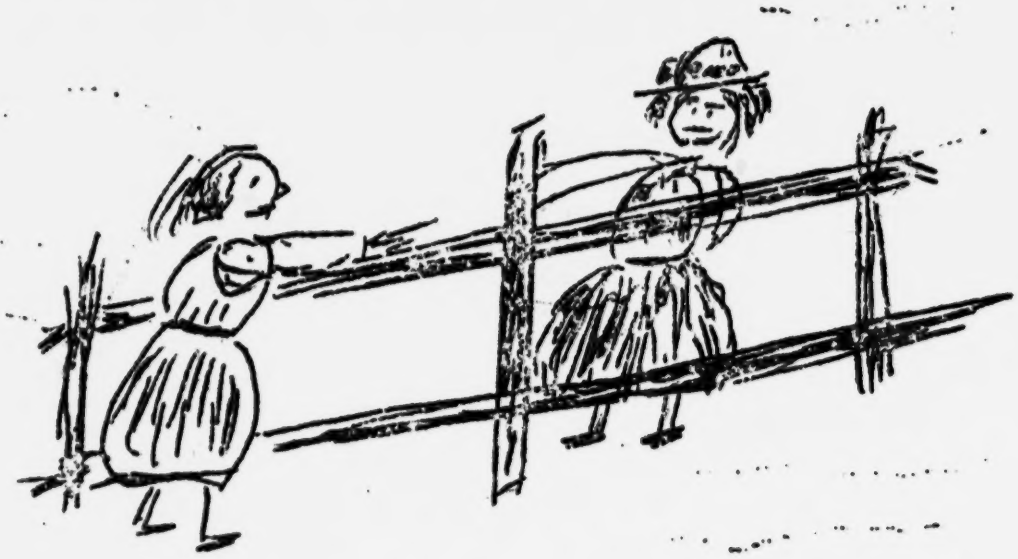
NOT BY THE CALENDAR



NOT BY HIS BIRTHDAY

NOT BY HIS PARENT

NOT BY HIS NEIGHBOR



BUT BY HIMSELF

ALONE

THIS WE BELIEVE

I. It is an administrative duty to provide each child an opportunity to progress at his own rate of growth and development.

II. Every child should be assured that he will have his share of recognition, affection, success, and feeling of worth.

III. Each child should be expected to progress, not in competition with anyone but himself, but at his own rate of social, physical, and emotional development based upon his achievement.

IV. Every child can move through the nine levels of the Non-Graded Primary Unit in a continuous growing pattern with some students completing it in three years while others will need four. During this course of time each student will have mastered the basic skills and completed the North Carolina curriculum set-up for the first three years of the traditional school.

V. Level I is designated as a period of readiness or preparation through which each child must go. During this time he will be given a readiness test and will be observed by the teachers. This will take more time for some than others. After this orientation the children will be assigned to the level which best meets individual needs.

VI. The curriculum of North Carolina is not only adaptable to this program, but is more conducive to it than to the traditional primary school of grades one through three.

VII. The Language Arts provide the basis upon which we divide our classes into levels. We base our conclusions upon the theory that if a child can read he can master the other subjects with greater ease and more success. We accept the developmental reading program of our basal reading texts, contending that a child will have developed most of his necessary reading skills by the time he has completed the first eight levels, the nineth level being a purely enrichment for the exceptionally talented students.

VIII. There is no definite dividing line between the levels in the areas of science and social studies. Since each teacher will have two or more levels in her room, and since we have no adopted texts for these areas, it seems plausable that most of the science will be a result of student experiences. Much of it will grow out of reading and experiencing in the area of language arts, yet it is our responsibility to arouse in the student a stimulus to observe the world around him. We want him to question and explore our universe.

IX. All class rooms should have a wealth of supplementary readers and books for individual reading which will provide the answers to his questions and inspire him to continue in his search for the answers to other questions.

A SUGGESTED CORRELATION OF STATE ADOPTED TEXTS, SUPPLEMENTARY READING MATERIALS AND LEVELS OF THE NON-GRADED PRIMARY UNIT (BASED UPON MATERIALS FOUND IN THE VALLEY HILL SCHOOL)

A period will be given for the orientation of children into school. As rapidly as they progress they will be assigned to levels.

LEVEL I.

Language Arts
State Adopted Texts
1. _____
2. _____

Supplementary
1. WE LOOK AND SEE (Scott)
2. WE WORK AND PLAY "
3. At Home (Sheldon, Allyn)
4. Here and Near " "
5. Here and Far Away "

Science
1. Fall is Here (Row)

Others:
Picture dictionary
_____
_____
_____
_____
_____

LEVEL II.

Language Arts
State Adopted
New We Come And Go

_____
_____

Supplementary
Open Windows (Scott)
At Home and Far Away

Music...New Music Horizons
Writing.Handwriting In Every Day Life

Science Supplementary
Winter is Here (Row)

Others:
Picture dictionary
_____
_____
_____
_____

LEVEL III.

State Adopted.. Lang. Arts

New Fun.. With Dick and Jane

Supplementary
Our School (Sheldon ..(Allyn)

Music..New Music Horizons
Writing..Handwriting In Every Day Life

Supplementary ..Social Studies
I Play

Supplementary Science
Toys (Row)
Six Legged Neighbors(Row)
Birds In Your Back Yard (Row)

Mathematics
Arithmetic 1 (Row)

Others:
Picture dictionary

Reference Books

_____

_____

_____

_____

_____

_____

LEVEL IV.

State Adopted Text..Lang. Arts.
Our New Friends

Social Science..Supp.
I Live With Others (Allyn)

Science..Supp.
Science For You (Singer)
Spring Is Here
Summer Is Here

Music..New Music Horizons
Writing. Handwriting In Every Day Life
Math. Supp. Arithmetic II (Row)

Others

Dictionary (Elementary)

Set of reference books
(A set of Encyclopedias)

_____

_____

_____

_____

_____

LEVEL V.

State Adopted.. Lang. Arts
New Friends and Neighbors

Supp, Lang. Arts
Our Town..Sheldon..(Allyn)

Supp. Social Studies
I Live With Others (Singer)

Supp. Science
Science For Your (Singer)
Spring Is Here (Row)
Summer Is Here (Row)

Supp. Math.
Numbers We See (Scott)

Music..New Music Horizons
Writing..Handwriting In Every Day Life

Others
Dictionary (Elementary)
Set of reference books (A set of encyclopedia).

_____

_____

_____

_____

_____

LEVEL VI.

State Adopted Lang. Arts.
New More Friends and Neighbors

Supp. Lang Arts.
Town and Country..Sheldon (Allyn)
Open The Windows (American)

Social Studies. Supplementary
I Have Friends (Singer)

Supp. Science
Science All The Year
An Aquarium (Row)
Birds In The Big Woods (Row)

State Adopted..Speller
*Word Mastery Speller
State Adopted.. Writing
Hand Writing For Everyday Life

Others

Elementary Dictionary

Reference Books

Other Supplementary

1. _____

2. _____

3 _____

4. _____

LIBRARY BOOKS USED

_____

_____

_____

_____

LEVEL VII

State Adopted . . Lang. Arts
New Streets and Roads

Supp. Lang. Arts
Magic Windows
Open Doors (American)

Supp. Social Studies
I Know People (Singer)

Supp. Science
How The Sun Helps Us (Row)
Insect Parade (Row)
Water Appears and Disappears

State Adopted Spelling
Word Mastery Speller
State Adopted Writing
Handwriting for Everyday

Others

Elementary Dictionary _____

Encyclopedia (Set) _____

_____

_____

_____

_____

_____

_____

_____

LEVEL VIII

State Adopted Lang. Arts
*New More Streets and Roads

Other Materials

Dictionaries (Elementary Set of Encyclopedia)
Other supplementary readers

Supp. Lang. Arts
Story Caravan .. Sheldon (Allyn)
Open The Doors (American)

Social Studies..Supplementary

Math..Supplementary
*New Discovering Numbers

Spelling S.A.
Word Mastery Speller

Supplementary Science
Finding Answers (Singer)
Let's Read About Prehistoric Animals (Webster)

LEVEL IX

This level is set up as an enrichment which provides for the interests and abilities of an exceptionally talented group which has exhausted all curriculum materials set up for the required eight levels. The enrichment will not be provided in a uniform way. It may overlap into supplementary materials in the elementary grades, reference or library materials, newspapers, magazines, and such. It must meet the needs of the individual groups. Topics and materials should be the choice of a democratic planning by both the teacher and pupils.

PROBLEM AREAS IN LANGUAGE ARTS AND ARITHMETIC

LANGUAGE ARTS	ARITHMETIC
LEVEL I	
1. Develop a curiosity about books.	1. Develop a number concept through games and jungles.
2. Learn to handle books.	2. Learn to count children and objects.
3. Listen to good literature.	3. Develop a quantitative vocabulary (big, little, small, few, many, etc.)
4. Learn poems and nursery rhymes.	4. Learn to recognize various shapes (circle, square, rectangle)
5. Retell and dramatize stories and nursery rhymes.	
6. Speak naturally, clearly, and distinctly.	
7. Become sensitive to correct speech patterns.	
8. Acquire a background of meaningful experiences through pictures, films, excursions, conversations.	
9. Learn left to right sequences.	
10. Learn to recognize likenesses and differences in forms and color.	
LEVEL II	
1. Mastery of vocabulary of the basic preprimer reading text.	1. Count by 1's to 10.
2. Know color words and number words.	2. Count by 1's to 50.
	3. Understand the connection of counting and counting objects.

LEVEL II (CONTINUED)

3. Print name legibly.
4. Form letters correctly with direction.
5. Picture reading - ability to get meaning from a picture.
6. Phonics - auditory recognition of beginning sounds.
7. Continue appreciation of good literature appropriate to age level.
8. Emphasize listening skills.
9. Begin instruction of skills in oral expression.

4. Recognize patterns or groups of objects to 5.
5. Develop the concept of a number and its symbol. For example, show that 2 is really two 1's, but we write the symbol 2 when we mean two 1's.
6. Write numbers to 10.
7. Develop the correct form of numbers.

LEVEL III

1. Mastery of vocabulary of the basic primer reading text. (1/1)
2. Fluent oral reading - ease of expression.
3. Phonics - understands all consonant sounds both audibly and visually.
4. Good silent reading habits.
5. Write short creative sentences.
6. Form letters correctly and independently in writing.
7. Continue development of oral and listening skills.

1. Count by 2's and 5's to 50.
2. Rote counting to 100.
3. Distinguish between the quantative value of a number and its ordinal meaning. Example: There are three boys in the group. Bill is the third boy.
4. Begin study of words relating to measures such as: Time, day, night, year, weight, and degree.

LEVEL IV

1. Master vocabulary of first grade basic reading text. (1/2)
2. Fluent oral reading with ease of expression.

1. Add and subtract using combinations to 10. This should be done with concrete materials.
2. Understand number concepts to 100.

LEVEL IV (CONTINUED)

3. Effective silent reading - gaining thoughts from paragraphs.

4. Phonics - Consonants to develop ability to see relationships between one-syllable known words that are alike except for initial consonant.

5. Skill in using picture dictionary.

6. Ability to write short creative stories.

7. Begin sentence with a capital letter and end with a period in compositions, and use question mark correctly.

8. Do independent supplementary reading.

9. Use a capital and small letter correctly in writing. Emphasize correct spacing and position on line.

3. Count by 2's, 5's, 10's to 100.

4. Continue work with dominant numbers.

5. Begin incidental and very simple problem solving. Let problems be based on children's experiences and be done orally.

6. Begin the concept of part-whole relationships. Example: One-half of the class, one-half of an apple, the whole room, etc.

LEVEL V

1. Master vocabulary of basic 2/1 reading text.

2. Effective silent reading - no lip reading, no finger as pointer, recognition of main points of a story, and ability to organize thoughts.

3. Fluent oral reading with expression.

4. Phonics - Long and short vowel sounds, consonant digraphs, vowel digraphs and silent "e", consonant blends.

1. Master combinations to 6. Relate addition and subtraction facts.

2. Facility in use of reasoning to solve problems involving addition and subtraction to 10, including an understanding of key words such as more than, less than, how many, altogether, etc.

3. Master number concepts to 100.

4. Extend understanding of denominate numbers.

5. Understanding of arithmetic vocabulary. Words denoting position, size, arithmetic terms introduced at this level.

LEVEL V (CONTINUED)

5. Recognize root words and endings.

6. Recognize and understand words with one letter omitted. Example: won't, don't.

7. Dictionary skills - alphabetize by initial letter of a word.

8. Spell phonetically short words.

9. Continue work in creative story writing and letter writing.

10. Do independent supplementary reading.

11. Complete first half of second grade spelling book.

12. Continue simple sentence structure skills.

13. Continue instruction on correct handwriting skills as needed.

6. Work with column addition one digit wide, three numbers high, sum not to exceed y.

7. Teach concepts of multiplication and of fractional parts through work with addition facts.

8. Teach concept of division in relation to multiplication concepts. For example: The division of numbers into threes is developed in relation to the multiplication of threes.

9. Develop correct habit of reading and writing numbers.

LEVEL VI

1. Master vocabulary of basic 2/2 reading text.

2. Silent reading with comprehension.

3. Continue with phonetic skills from level V.

4. Use phonetic and structural analysis skills in spelling.

5. Extend skills of correct usage in oral expression.

6. More work with sentences in written expression.

7. Complete last half of second grade spelling book.

1. Master combinations in addition to 12 with a few experiences with combinations to 18 as sums.

2. Develop and extend skills in working with common measures - time, weight, money, etc.

3. Read and write numbers as far as needed in using books and dealing with numbers within the child's experience.

4. Work with column addition two digits wide, two or three numbers high, the sum of each column to be less than 10.

LEVEL VI (CONTINUED)

8. Extend independent supplementary reading.

9. Continue development of listening skills.

10. Continue emphasis on legible handwriting skills.

5. Master basic combinations in subtraction to 10 as minuend. Provide a few experiences with combinations to 18 as minuends.

6. Subtract two-figure subtrahends from two-figure minuends without borrowing.

7. Develop concept of multiplication as another, or shorter way of adding. Example: two 2's make 4, three 3's make 9.

8. Develop concept of $\frac{1}{2}$, $\frac{1}{4}$, and 1/3. Show how they are parts of a whole. Use concrete materials.

9. Solve one-step problems that arise within the experiences of the children.

LEVEL VII

1. Master vocabulary of basic 3/1 reading text.

2. Silent reading with comprehension.

3. Fluent oral reading with expression.

4. Stress all phonetic skills introduced on levels V and VI.

5. Structural Analysis- elementary syllabification, accent marks, prefixes and suffixes.

6. Antonyms, homonyms, and synonyms.

7. Compound words and hyphenated words.

8. Verb endings.

9. Contractions.

10. Plural and singular forms.

1. Introduce basic arithmetic text.

2. Increase vocabulary of arithmetic terms as new concepts and problems are introduced.

3. Read and write Arabic numbers as far as needed. Stress correct formation and reading of numbers.

4. Master all the basic combinations to 18 as sums and 18 as minuend.

5. Addition and subtraction to 100.

6. Number concepts to 1000.

7. Work with money to $1.00.

8. Understand meaning of zero in all processes.

9. Continue denominate learnings - hour, half-hour, quarter-hour, mearsurement, calendar, Roman Numerals 1-12.

LEVEL VII (CONTINUED)

11. Punctuation - quotation marks, exclamation, comma, question mark.

12. Begin teaching letter writing in complete form.

13. Word usage emphasized.

14. Introduce cursive writing.

15. Continue creative story writing.

16. Continue appreciation of poetry.

17. Complete first half of third grade spelling book.

18. Read independently.

10. Extend concept of whole-part relationships.

11. Continue developing concept of multiplication as a shorter method of addition.

12. Develop concept of division as the reverse of multiplication and as successive subtraction of same number. Use concrete illustrations - $15 \div 5 = 3$, $15-5=10$, $10-5=5$, $5-5=0$.

LEVEL VIII

1. Master the vocabulary of the 3/2 reading text.

2. Reading with comprehension.

3. Enrichment and extension of all language skills at level VII.

4. Dictionary skills to include alphabetizing.

5. Read independently.

6. Skim for information in reading.

7. Encourage correct spelling in creative writing.

8. Continue cursive writing needs and skills.

9. Complete third grade spelling book.

10. Advance letter writing in content and form.

1. Addition and subtraction to 100 including borrowing and carrying.

2. Borrow twice in tens and hundreds places.

3. Problem solving of one-step problems involving all processes and concepts taught thus far.

4. Multiplication and division tables through the 5's.

5. Use the names and symbols for the following: $+ - \times \div =$

6. Extension of skills and enrichment of experiences in using the denominate numbers in all basic measurements.

LEVEL VIII (CONTINUED)	
11. Poetry and literature appreciation continued. 12. Creative writing encouraged.	
LEVEL IX	
1. Mastery of phonetic skills. 2. Know and be able to use basic rules rules of syllalification. 3. Independence in word attack. 4. Instructional level in reading is fourth grade plus. 5. Choose correct meaning and determine correct pronunciation when using the dictionary. 6. Reference skills - use of index, encyclopedia, etc. 7. Do research using reference and other language skills. 8. Introduce proof reading in creative writing. 9. Independence in spelling. 10. Literature enrichment. 11. Elementary skills in outlining-organizing topics, sud-topics, etc. 12. Creative dramatics.	1. Concepts to 10,000. 2. Add colums totaling 1000 plus. 3. Fractions- basic concepts and terms. 4. Problem solving- simple two-step problems. 5. Enrichment of arithmetic vocabulary. 6. Multiplication and division tables through 10's. 7. Multiplication with two-place multipliers and carrying. 8. Division with one-place divisors and remainders.

PROBLEM AREAS IN ENRICHMENT

IN LANGUAGE ARTS AND ARITHMETIC

(Activities in these areas to be adapted to appropriate levels in the non-graded primary unit.)

LANGUAGE ARTS

MATERIALS	PROCEDURE
Cardboard box (shoe box) inside painted a neutral color; library book and assorted materials that children bring in.	Stand up a copy of some library book that the children have read. Let children arrange materials to depict a scene from the story or setting. For example: Dr. Seuss' Horton Hatches the Egg, the children may arrange a tree branch, tiny nest with small stuffed elephant sitting on it. Encourage originality.
Large, colored picture from magazines (should have eye appeal and some story value).	Place five or six pictures, each with a number, on a bulletin board; instruct children to write captions for each picture. Display each set over a period of a week.
Large envelope with such words as Stories, Plays, Poems, Inventions written on it.	Place envelop on bulletin board. (After children have been motivated to do creative writing through a series of whole class experiences and through the establishment of an environment which encourages individual writing). Encourage children, gifted in writing particularly, to make frequent contributions to the envelope.
Notebook	Keep a book of interesting words or phrases picked up from listening and from reading. Have a page for "soft" words, "loud" words, "colored" words, "exciting" words, and the like; encourage use of these lists in other writing efforts.
Notebook	Make your own encyclopedia, listing in it all the facts you know and all the facts you learn. Example: "Spiders have eight legs."

File Cards	Make a personal file of new words learned in school. Each card should contain the word, the dictionary meaning and should be filed, alphabetically.
Lined paper, Unprinted news, Crayons	Make scrap books. A. My Family 1. Draw a picture of each member of the family. 2. Write a short story about each picture. 3. Put together in a book. 4. Make a cover for the book. Label it. B. My School 1. Draw a picture of principal, teacher, custodian, school building - other. 2. Write a short story and illustrate. 3. Put together in a book. 4. Make a cover.
Paper, Varied Art Media	Make posters advertising a favorite book (should reverse subject matter of book and interest).
Dictionary	The gifted can do for his weekly spelling assignment the syllabification of each word, pronunciation markings, definitions, use of the word in a sentence or paragraph, and make collections of synonyms for use in writing compositions or reports.
Picture dictionary and file cards	Make a list of: 1. Things that fly 2. Things that work 3. Things that grow above the ground

	4. Things that grow under the ground
Paper, pencil, ruler, and dictionary	Make a crossword puzzle using the week's spelling words. Build a word pyramid. Begin with a vowel. Add a letter each time in order to form a new word. Letters do not have to stay in order. Example: a, ar, can, cane, crane, cranes
Puppets, cloth for clothing, puppet theatre	Dress puppets as community helpers. Write original stories and read them in connection with the puppet show.
No special materials	Make a directory of the children in the room. Give addresses and telephone numbers. List last names first in alphabetical order.
Paper or notebook	Write mystifying riddles for a booklet entitled "Where" - Example: Very long, with lots of golden shadows in it; place to drink here and there; sometimes full of talking; having corners like a street; sad and silent when all alone; used to being walked on! (This is the school corrider.)
Paper	Write the word "once" on the chalkboard. Have children write about something that happened to them "once upon a time".

ARITHMETIC

MATERIALS	PROCEDURE
Tagboard, paper, pencil, felt-pen	Pupils make a chart. In upper left-hand corner of paper pupil puts a number he wants to demonstrate. Across the top of the paper, pupil makes two columns headed "tens" and "ones". In these columns, pupil lists the various numbers which combine to make the number he wants to demonstrate. Example: 99 — Tens: 9, 8, 7, 6, 5 — Ones: 9, 19, 29, 39, 49
Paper, pencil and crayons	Make an arithmetic story problem and illustrate it in a series of pictures.
Measuring Cups	With teacher's help, rapid learners may determine how much water each plant in classroom will require (½ cup, 3/4 cup, 1 cup) and how often it should get this amount; they may make labels for each plant and supervise regular watering.
No special materials	Count to 100 by 3's. Count backward with as much speed as they can count forward - by 10's, 5's, 2's, and 3's.
Tagboard, crayons, scissors	Make clocks, using Arabic and Roman numerals. In upper primary grades, research of member systems, old and new.
Toy cash register, play money, empty boxes and cans of grocery store supplies	Organize a store. Label goods to be sold. Buy and sell using play money and cash register.
No Special Materials	"Questions of the Day" 1. What is the largest number that can be written with four figures? 2. What is the largest number that can be written with three figures?

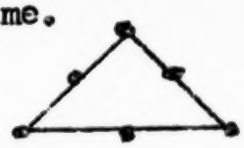
3. The speedometer on the car shows 1999. After another mile, what figures will show?

4. What word will the number 317 spell when you turn the paper it is written on upside down?

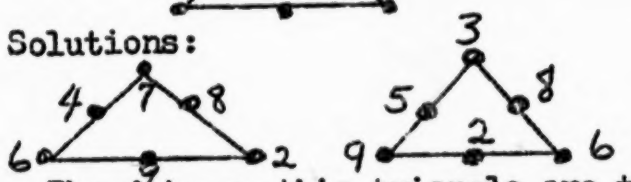
Paper with 2 triangles drawn on them. (May be done by ditto).

Numbering the dots. Numbering the sides of a figure so that the totals of each side are the same provides a challenge to children.
Sample of sheet:

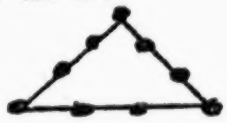
1. The dots on the triangle are to be numbered with one-digit numbers. The sum of the numbers on each side is to be 17. What shall be the number of each dot? No number is to be used more than one time.



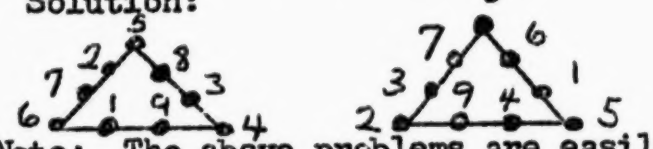
Solutions:



2. The dots on this triangle are to be numbered with the numbers 1 through 9. No number is to be used more than once, and the sums of the four numbers on each side of the triangle are to be equal. Can you do it?



Solution:



Note: The above problems are easily adapted to arithmetic table use. Instead of dots, the positions on the triangles can be indicated by circles about 2 inches in diameter. Circular pieces of cardboard on which the necessary numbers are written can also be provided to be placed on the circles.

PROBLEM AREAS IN SOCIAL STUDIES

THIS WE BELIEVE:

In the Non-Graded Primary we give children opportunity to observe and discuss situations in order to form good attitudes towards

1. The School
2. The Home and Family
3. The Community

LEVEL I & II

THE SCHOOL

This We Can Do:

1. To get children acquainted with the school building.
2. To introduce children to the personnel of the school, the cafeteria holpers, janitors and maids.
3. To establish a regular schedule of work and play.
4. To establish good attitudes towards
   - A. Citizenship
   - B. Dependability
   - C. Group Work
   - D. Safety at School
   - E. Sharing with others
   - F. Order and discipline
   - G. Fair play

PROBLEMS:

1. Directed trip over the school building to let children see the different rooms and other children at work.
2. Visit to lunchroom and kitchen.
3. Introduction to school principal, school nurse, secretary and cafeteria workers.
4. Paint or draw pictures of school building.

5. Make map of inside of school building.

6. Planning of daily program by teacher and children - including lunch period, recess, music and physical education.

7. Organization of school room - place for materials, work space, library corner, painting area.

8. Sharing books and toys with other children.

9. Invite school patrol to visit room and explain safety rules.

10. Have fire drill.

11. Visit from school nurse and school dentist.

12. Assemble ideas on citizenship for bulletin board.

13. Use films and film strips.

LEVEL III

THE HOME AND FAMILY

This We Can Do:

1. Help children bridge the gap between the home and the school.

2. Make each child feel that his home and family is important to others in the room.

3. Develop proper attitudes towards the home and family.

   A. Appreciation

   B. Courtesy

   C. Helpfulness

   D. Dependability

   E. Safety

PROBLEMS:

1. Discussion led by teacher on the work each member of the family does.

   A. Mother

   B. Father

   C. Child

2. Children cut out or draw pictures showing different kinds of work done by fathers and mothers and make a scrap book.

3. Dramatization about things that happen in all homes.

   A. Getting up in the morning

   B. Eating a meal

   C. A trip to a store

   D. Getting ready for a picnic

   E. Going to get a haircut

   F. Going to church

   G. Bringing a new baby home from hospital

   H. Sharing toys with friends who come to visit.

4. Construct bulletin board on safety at home.

5. Find poems that show consideration for others in the home.

6. Let children bring into classroom examples from hobbies they carry on at home.

7. Convert one corner of room into playhouse using small chairs, doll beds, stoves, beds, tables, broom, dishes and dolls.

8. Making simple sock puppets to use in playing in playhouse.

9. Charts may be kept by each child showing care of pets, taking care of room, and helping at home.

10. Films and film strips

11. Plan time for parents to visit classroom giving children opportunity for playing hose and hostess.

LEVEL IV

THE COMMUNITY OR TOWN

<u>This We Can Do</u>:

1. We can help children get acquainted with the community in which they live.

2. We can develop appreciation for the various institutions which make the community a good place to live.

A. Churches

B. Schools

C. Hospitals

D. Parks

E. Stores - Restaurants

F. Services - busses, trains, dairies, fire stations, laundries, post office, libraries, newspapers.

G. Residential Sections

3. We can develop good citizens.

PROBLEMS:

1. Draw large map using brown paper on bulletin board showing main streets in community and important places.

2. Divide class into groups letting each group make miniature buildings with small cardboard boxes representing important places in the community. These can be glued on map.

3. Dramatize scenes about

A. Going to hospital

B B. Going to church

C. Going on a bus

D. Mailing a package

4. Make scrapbook using drawings made by children about their favorite place in the community.

5. Make chart showing ways children can help their community keep Clean - Safe - Happy.

6. Plan trip to park for play and picnic lunch as a climax to unit.

LEVEL V & VI

THE COMMUNITY HELPERS

This We Can Do:

1. We can provide children the opportunity of widening their scope of appreciation for people who work in the community.

2. We can instill sense of responsibility towards these workers.

3. We can help children realize that any work is commendable and has responsibility.

PROBLEMS:

THE POSTMAN

1. Show film about the Postman.

2. Visit to Post Office.

3. Write letters - addressing them properly and placing stamp properly.

4. Make stamp collection chart for display.

5. Build post office with large piano box.

6. Practice mailing packages, buying money orders, paying for C.O.D. packages, etc.

7. Have Postman (a child's father, if possible) to visit the room.

8. Painting and drawing pictures about the Postman.

9. Original riddles or poems about Postman placed with original illustrations into booklet for class.

THE DAIRY FARM AND DAIRY

1. Visit near by dairy and get

   A. Some worker to show children how the cows are cared for.

   B. Watch cows being milked if possible and see how milk is measured.

   C. Have worker explain how the silo is used.

2. Show film - The Dairy Farm - (Coronet)

3. Show film on milk.

4. Visit Dairy

   A. See how milk is bottled.

   B. See how ice cream is made.

   C. See how butter and cheese are made and packaged.

5. Draw pictures about Dairy Farm and Dairy and construct bulletin board for display in room.

6. Visit by Dairy Council representative to make butter for class.

7. Bring in for exhibit any pictures or container such as churns that were used 50 years ago by farmers.

*This unit could continue into a study of Milk.

THE POLICEMAN

1. Invite near by Policeman into school room to talk to children on traffic laws and safety.

2. Visit Police Station - Gather information about

   A. Standards policemen have to meet

   B. Working hours

   C. Ranks of promotion

   D. Difference between policeman and highway patrolman

   E. What protection and help we may expect from a policeman

4. Draw pictures about the policeman and the police station.

5. Paint mural to show the policeman helping the community in many ways.

LEVEL VII & VIII

THE HOME, CLOTHING, FOOD

This We Can Do:

1. We can establish the connection between geographic conditions, clothes and food of man.

2. We can bring out difference in life today and that of colonial days.

3. We can follow the development of clothes and homes with the advance of peoples.

PROBLEMS:

1. Let boys make typical homes out of boxes found in different parts of our country today using clay or paint to represent various materials.

2. Let girls dress small dolls in the different kinds of clothing for the different seasons of the year.

3. Draw outline map of the United States drawing in or pasting pictures of the kinds of homes found in each distinct area - North, South, East, West, etc.

4. Compare present geographic conditions and commerce with that of America when it was first settled.

STUDY OF PILGRIMS AND INDIANS

1. Discuss kind of homes, clothes, work and religion of Pilgrims.

2. Build log houses and churches.

3. Dress dolls in pilgrim costumes.

4. Dramatize landing of Mayflower or First Thanksgiving.

5. Show films on Colonial Days

STUDY OF INDIANS

1. Establish the fact that Indians had their own culture.

   A. Lived in wigwams

   B. Work and religion

   C. Songs and dances

2. Bring Indian pottery, arrow heads, canoes, and blankets for exhibit.

3. Dramatize Indian Life scenes.

4. Build Indian village using sticks, clay dishes, wigwams made from paper cups, boats from bark of trees and dolls dressed as Indians.

5. Paint mural of the First Thanksfiving.

FOOD

1. Charts showing foods the colonial people had - the Indians had.

2. Find old cook books or very old recipes and read to class.

3. Visit modern grocery store and make charts showing many kinds of foods of today and where they come from.

4. Examine lunch menu for several days to see if we raise all foods.

CLOTHING

<u>This We Can Do</u>:

We can instill in children appreciation for clothing of yesterday and today.

PROBLEMS:

1. Bring in pictures of colonial women making cloth.

2. Bring lace and samples of hand woven materials made by colonial women.

3. Visit cotton mill if possible to see how cloth is made today.

4. Order silk worm and watch development to understand the process of getting silk.

5. Order samples of wool thread and find samples of all kinds of woolen cloth, blankets, etc.

6. Bring in samples of all kinds of new material of today and make charts with various uses of these materials.

7. Show any available films on growth of cotton, weaving or dying materials.

8. Have exhibit of clothes made of all kinds of materials - either dolls dressed or charts drawn with clothes cut to fit figure drawings - All these exhibits should be related to seasons and geographic position of our country.

9. Have each child make his own booklet on clothing - giving him the opportunity to use his own initiative.

LEVEL IX - ENRICHMENT PERIOD

Suggested areas for further study:

1. Story of wood, brick, stucco or stone.

2. Some children might enjoy finding out kinds of homes, clothing, and foods used by certain European Countries.

3. Story of wood might be furthered by study of products made from wood.

4. Some children might enjoy a study of the music or art in different parts of our country.

SUGGESTED SCIENCE IN THE NON-GRADED

PRIMARY UNIT

Suggested Science Experiences For Levels 1, 2, and 3

I. Observing Weather

- A. Air All Around Us
- B. Changes in air makes changes in weather.
- C. Weather changes from day to day.
- D. Weather changes are helpful to plants and animals.
- E. Temperature is one way of telling the kind of weather.
- F. Kinds of weather: rain, snow, hail, sleet, dry, hot, etc.

II. Plants

- A. Seeds start new plants.
- B. Plants need soil, water, sunshine and care to grow.
- C. Things alive

III. Homes

- A. Animal homes
- B. Bird homes
- C. Man's homes

IV. Food

- A. Animals provide food for other animals and plants
- B. Plants provide food for other plants and animals

V. Light

- A. The sun gives us light

B. Other lights: candles, electric lights, flash lights, etc.

C. All living things need light

VI. Observing things in the sky

. Sun, stars, the moon, etc.

VII. Hearing: Voices, music

Testing our hearing

VIII. Teeth: Their care and usage

Enrichment: Develop these understandings. All things are made of matter. Materials differ. They are everywhere. Have children to collect a large number of items, then classify them. They may use a magnet to see how many things it will pull. They will learn that all materials will exist in forms of gas, liquids and solids.

Things change naturally; water changes them; heat changes them; some change physically; others are changed by chemicals.

Observe changes in boiled eggs, cut flowers, a boiled potato; some decayed wood, soured milk; etc. Find out what happens and why. Make comparisons with these products in different forms.

Collect and compare homes of birds, animals and pictures of homes. Collect different kinds of plants and flowers and identify common ones.

SUGGESTED SCIENCE TOPICS FOR LEVELS 4, 5, AND 6

IN THE NON-GRADED PRIMARY UNIT

I. Animals

A. Seasonal changes of animals

B. Different kinds of animal homes and their appearances

C. Land animals and water animals and how they are alike, and how they differ.

Students may observe and keep records of different kinds of native animals, also read and learn more than mere observation can reveal. They may study relatives, and families of animals.

II. Insects

A. Insects in our homes

B. In our gardens

Collections may be made, mounted, and preserved.

III. Plants

A. Identifying plants that grow in the summer, winter, spring, and autumn.

B. Plants need animals and insects.

C. Garden plants and how they benefit people.

Collecting seed and showing how different seed are carried to different locations by birds, animals, wind and water. Experimenting with plants - growing, watering, fertilizing, etc.

IV. Homes

Animals, insects and plants.

Ant nests, bee hives, growing plants from seed serve as excellent examples to observe and record habits, changes, reproduction, etc.

V. The Universe

A. The earth and its movement

B. The sun (1) is always hot, (2) is always shining

C. How the sun, moon, and stars help us

VI. Air

A. Air pushes against things.

B. It moves all the time.

C. Winds help us work and play

Experimenting with winds: windmills, kites. Learning how winds affect airplanes, ships, etc., challenge the minds of many children. News clippings, books and stories help provide experiences for the enrichment of this study.

VII. Rocks

A. Observing different kinds

B. Soil is made from rock

The collection of different kinds of soil, and where found makes an interesting experience. The study of enriching soil to make plants grow and planting seed in various kinds will serve as an excellent way of recording the care and growth of plants.

C. Using soil wisely

Finding out about and reporting to the class on rotation of crops and the growing of crops which are suitable and most needed by man.

D. Using soil products: trees, plants, minerals, etc. wisely

Learn about and report to class on plants that are rare now but were at one time plentiful. Report on our diminishing forests.

X. Sound

Making sound with objects.

Experimenting with vibrations. Visit the telephone company and learn how a telephone works, also, learn how to use one properly. Make drums using pieces of rubber to cover oatmeal boxes, etc.

XI. Heat - Energy

A. Heat makes water turn to steam and go into the air.

B. Steam works for us.

C. Water is everywhere.

Experiment with steam: (1) to blow up balloons, (2) to turn light objects. Learn about other kinds of energy, its use - coal, oil, gas, etc.

XII. Light

A. How the moon gets its light

B. Ways light helps us: (sun, candle, moon, etc.)

Find the steps in the development of the modern lighting used by man. Report from the primitive to our modern by means of illustration.

XIII. Health and Safety

Man changes his habits with the changes of weather and seasons Certain foods provide certain vitamins. Learn what those foods are and what effect they have on human growth and development.

SUGGESTED SCIENCE EXPERIENCES FOR LEVELS 7, 8, AND 9

IN THE NON-GRADED PRIMARY UNIT

I. Animals

A. Types of animals that live on land and in water.

B. Helpful and harmful insects in your community

C. The life cycle of insects

Collecting, mounting and identifying moths and butterflies.

Identifying and [illegible]nting insects. Reading and reporting on rare specimen.

II. Plants

A. Seasonal changes in plants; their life span, and uses to man.

B. Studying seed; how they are scattered and their mechanism.

Observing how plants reproduce through seed, where seed form in flowers, how they are made up. Learning how to tell the ages of trees. Finding out how man has learned to make many things from trees and plants. (Paper, from trees; rubber from trees, dandelions, etc.)

III. Weather

A. Therometers and their uses

B. Seasonal effects on plants and animals

Keeping weather records; reading and listening to weather forecasts. Studying and comparing weather reports and almanacs. Reading and reporting on weather conditions in other countries, states, etc.

IV. Electricity and how it helps us

A. Its uses in our homes

B. How it aids our eyes

Observing places where an electric eye is used to open and close doors, stop counters at the supermarket and list others. Find how it helps us work and play.

V. Homes

A. Types of animal homes on land; in water, in trees; in the ground.

B. Care of domestic animals; the dog, cat, horse, sheep, goats, etc.

How man has domesticated animals - why, and when it began.

VI. The Universe

A. Land bodies and water bodies

B. Sky and moon changes by day and night

C. What the moon is like

D. Recognizing constellations: the Big Dipper, North Star, Milky Way

Studying the moon as a satellite; and learning about man-made satellites.

Learning how constellations, stars and planets got their names.

VII. Air and Water in Daily Life

Forms of water in air: fog, dew, mist, rain, snow, clouds.

VIII. Rocks and Soil

The uses of rock: building homes, minerals, etc.

Rock and mineral collections as hobbies can be started and reported

IX. Conservation

Growing food wisely

X. Conservation of Trees and Plants

Identifying several trees, leaves, and studying their uses.

Collect and plant trees, giving careful consideration to choice, fertilizer, etc.

XI. Sound

A. Recognizing Sounds (sirens, fire alarm, wind, etc.)

B. How sounds are controlled and why we control them.

The study of primitive man's use of drums, how the Indians detected

their enemies by listening to the sounds of the forest, and by placing their ears to the earth. Reading and reporting accounts of similar examples.

X. Liquids

A. Water is a liquid without taste, color, or form.

B. Water changes to steam.

C. Evaporation of water.

D. Water changes to a solid (ice).

E. Water dissolves things, flows freely; soaks into materials.

XI. Food

A. Food is necessary to growth and development. (Good health)

B. Homes are necessary to good health and happiness.

C. Foods change (Dried, canned, frozen, fresh) with the seasons.

D. Homes must also change with seasons.

E. Man and animals need many different kinds of foods and homes.

Feeding white mice. Watching and comparing changes that take place in animals which are fed balanced diets, and others which are unbalanced diets. Keeping records of each, writing stories about their experiences and the care for the mice give excellent science experiences.

Enrichment for upper levels in science:

1. The children may make cages, cabob, and feed snakes, newts, or salamanders, tadpoles, turtles, tortoises, and lizards. They will find out what to feed each by reading materials on the food and care of the specimen.

2. Making and caring for a greenhouse, planting the seed and observing, growing ferns and other natives (small) plants.

3. Planning and keeping an aquarium

4. Growing seedlings in cups, boxes and such.

5. Learning how we use machines - Understanding balances, wheels, bearings and pulleys.

6. Making simple compass

   A. Homemade compass (Magnet, needle, string, paper and bottle)

   B. Use a magnet tied with a string. It will fall into a north-south position.

EVALUATION FORM FOR THE NON-GRADED PRIMARY UNIT
TO BE MADE AT THE END OF THE FIRST YEAR,
OR AT THE END OF THE THIRD

I. Questionaire for Parent Evaluation

1. Has your child been happy in his schooling?

Yes_____ No_____ Qualified_____ Comment_____

_____

2. Do you think your child has learned to his full capacity?

Yes_____ No_____ Qualified_____ Comment_____

3. Did your child appear to get along with his classmates?

Yes_____ NO_____ Qualified_____ Comment_____

4. Did you feel there was any ill effects from your child being placed in these grouped classes?

Yes_____ No_____ Qualified_____ Comment_____

5. Did you feel that your child benefited from these groupings?

Yes_____ No_____ Qualified_____ Comment_____

6. Do you think we should continue in this type program?

Yes_____ No_____ Qualified_____ Comment_____

7. Do you have additional remarks or questions? List.

II. Questionaire for participating teachers

1. Do you think the children learn better in this type of grouping?

Yes_____ No_____ Qualified_____ Comment_____

2. Do you think children learn more nearly up to their level?

Yes_____ No_____ Qualified_____ Comment_____

3. Do you think children feel any stigma because of grouping?

Yes_____ No_____ Qualified_____ Comment_____

4. Do you think children feel any snobbishness because of grouping?

Yes_____ No_____ Qualified_____ Comment_____

5. Do children seem to fit into groups socially?

Yes_____ No_____ Qualified_____ Comment_____

6. Give instances of any maladjustments that you think are caused by this grouping._____

7. Do you think it is easier to teach groups divided this way?

Yes_____ No_____ Qualified_____ Comment_____

8. Do you have more time for individual work with children?

Yes_____ No_____ Qualified_____ Comment_____

9. List your greatest problems in working under this plan.

III. Student Progress Evaluation

A. Comparing results of standardized tests from year to year using subject comparison, median comparison, and class median comparisons.

B. Keeping and comparing teacher test results

C. Annecdotal records

D. Library reading records

E. Creative writings and drawing

F. Pictures of special and outstanding projects, or experiments.

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